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ABSTRACT

Various education outreach programs of urban colleges and universities are examined. In one article, Mary McKinnick looks at cooperative models for urban outreach. Suggested are ways in which colleges and universities can respond more effectively to the needs of prospective students--especially those who have not been well served by the educational system. Other articles focus on special outreach efforts by institutions in the Urban College and University Network. Considered to be successful or promising by their sponsors, these programs could be adapted for use by other institutions. The programs highlighted are at California State University at Fresno, California State University at Dominguez Hills, North Shore Community College in Massachusetts, Lewis and Clark Community College in Missouri, and the University of New Orleans. Contact persons at each institution are cited. Brief articles note other innovations and resources in the literature of urban higher education. (MSE)

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connections

Connections is the bulletin of the Urban College and University Network. Network participants are two- and four-year colleges and universities, both public and private, located in major U.S. urban centers. The Network provides a means for sharing information on successful or promising efforts by colleges and universities in the city to serve the educational needs of city residents, particularly poor,

minority, and disadvantaged persons, and about the more persistent problems encountered by these colleges and universities as they provide education in the city.

The Urban College and University Network is a project of the American Association of State Colleges and Universities, in cooperation with the American Council on Education, American Association of Community and Junior Col-

leges, Association of American Colleges, Association of Catholic Colleges and Universities, Committee on Urban Program Universities, National Association of Independent Colleges and Universities, and National Association of State Universities and Land Grant Colleges. The project is made possible by a grant from the Ford Foundation.

This issue of *Connections* looks at education outreach programs of urban colleges and universities. It is the first in a series of four issues that will review programs designed to aid urban poor, minority, and disadvantaged students to enter and to succeed in higher education. Later issues will look at remedial and developmental education programs, academic advisement and counseling programs, and programs that relate more effectively higher education and work.

In this issue Dr. Mary Kinnick draws upon her recent experience with a state-wide assessment of educational information services for her essay on cooperative models for urban outreach. She suggests ways in which colleges and universities in the city can respond more effectively to the needs of prospective students—especially those that have not been well-served by the educational system—for information and assistance with entering post-secondary education.

Other articles in this issue focus on special efforts by Network colleges and universities to reach out to persons in the community who might not otherwise have thought about—or have been given the opportunity to think about—going to college. Considered to be successful or promising by their sponsors, these efforts could be adapted by other campuses. Also worthy of note are the attendant issues and problems, some identified in interviews with people on campus and others that will become apparent to the reader.

As the communications medium for the Network, *Connections* aims to begin the sharing process. Directors of the programs described in this issue are ready to talk with interested colleagues. Network staff is interested in knowing about other efforts and results in reaching out to new urban students.

A word of thanks is due the 100 or so colleges and universities that have shared information on nearly 400 programs. Their response provides a rich resource from which necessarily only a few good examples can be drawn for *Connections*.

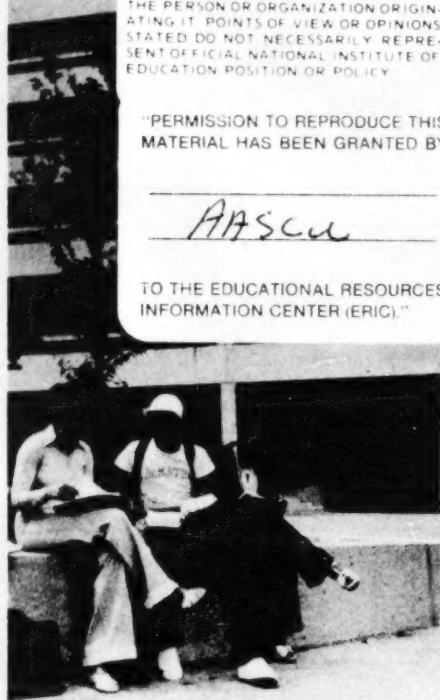
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COOPERATION IS KEY TO EFFECTIVE URBAN STUDENT OUTREACH

Also in this issue:

- Inner City EOC
- From Welfare to Work
- Ethnic Student Outreach
- Parents Aid Recruiting
- Sparking Minority Interest In Geo-Science Careers

Despite the rich assortment of learning resources in our cities and surrounding metropolitan areas, large numbers of urban residents remain inadequately served by post-secondary education. Central to the problem are current institutional approaches to providing information services to prospective students. By "information services" I mean a specific set of support services designed to assist a prospective learner with finding and using appropriate learning resources.

Unilateral, uncoordinated efforts of different agencies to reach the same segments of the population, in addition to being inefficient, are not in the best interest of those who seek information on learning services and programs. Responding effectively to the needs and interests of these unserved people will require imaginative new forms of cooperation and service coordination among both education and non-education agencies in the city.

SOME PROBLEMS DIVERSE PEOPLE... DIVERSE NEEDS

A single mother must find a job to meet new financial demands. She left high school before graduating and has never held a job. She is not sure what her options are or where to go to find out what she should do. Can she finish high school and earn money at the same time? A black man in his late thirties working full-time in a low-skilled job wonders if he might have sufficient ability to learn new skills which would qualify him for a better job. In the past, school was always a "down" experience and he's not sure he can make it. He thinks he would do best in some kind of hands-on, applied training program, but is unsure about his own aptitudes. He does not know where to go to find out what opportunities might be open to him or what they would cost.

These people, and others like them, have a number of shared characteristics: limited formal education and often negative previous education experiences; limited financial resources; and a limited awareness of where to go for assistance about alternative jobs, careers, and

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educational or training program opportunities. A nearby college or university may seem irrelevant and not a very comfortable place to go for help.

K. Patricia Cross and others have argued that the economic and educational distance between the current "have" and "have-nots" will increase in the absence of effective intervention strategies. National statistics on educational participation rates by adults clearly indicate that participation rates by those with less than a high school education are decreasing relative to other groups (see NCES, *Participation in Adult Education, Final Report*, U.S. Government Printing Office, Washington, D.C. 1978); and, indications are that educational participation by minority groups is declining.

In a recent statewide assessment of education information service needs in Oregon, we identified five groups of individuals, large numbers of whom reside in urban areas, who are currently poorly served by education information services: minorities (black, Hispanic, native American); job or educational re-entry women and initial job-entry women, especially displaced homemakers, single mothers and older women recently widowed; the physically handicapped; older adults, especially those approaching retirement; and those with low levels of formal education, particularly those who have not completed high school.

Experience and research suggest the need for a highly differentiated service response by education information services to each of these groups. They cannot be lumped together under the same rubric, such as "special students" or "non-traditional" students. The outreach and retention strategies used, the staff employed, the service sites selected—all will need to differ depending on the specific group to be reached.

These groups have been inadequately served in part because they have not been well differentiated from the larger group of prospective learners. In many educational institutions I have seen the same recruitment literature, the same advisors and counselors, and the same service sites used with these underserved groups right along with all other groups, and it doesn't work. "Equal access" will not be achieved by "equal treatment" (i.e., same treatment); it requires implementation of a highly differentiated service model where people of different backgrounds and aspirations are treated in accordance with their needs.

COMPETITION AND RESOURCES

There are already clear signs of an increase in

institutional competition for the declining 18-year-old market—more intensive recruiting activities, more dollars spent on publications and admissions staffs. My fear is that institutions will be increasingly tempted to engage in less than commendable recruitment, admissions and financial aid practices for short-term survival. Should this occur, the individual needs and interests of prospective students will take a back seat to institutions' need for enrollments. In the worst instance, outreach programs could become just another term for headhunting to fill enrollment quotas.

a partnership among institutions and local agencies ...

Many institutions, however, are sincerely exploring new outreach strategies designed to extend opportunities and increase chances for success in education and training programs by those who have previously been left out. These efforts have been frustrated by a lack of adequate institutional resources. State funding formulas continue to place heavy emphasis on FTE enrollment (full-time equivalent) for institutional reimbursement. Urban institutions are increasingly serving part-time students who require as much support service as full-time students; and, in the case of the "have-nots," additional services are often needed.

RED TAPE AND DISTRUST

An industrial training development officer recently told me that everytime the firm identifies a new training need of current or future employees, an incredible amount of time and energy is spent contacting a number of local institutions to find the right person to talk with about interest in developing the needed program. Often, the firm just gives up and does the program itself.

A CETA planner said they were trying to set up a GED program at a time and location which best fits their clients' needs. They contacted a local community college and were told it could not alter the current quarterly schedule and could not afford to extend the program to additional sites. CETA staff set up their own program.

In a recent survey of many social service agencies, community organizations, and educational institutions in Oregon, we asked about cooperation with other agencies in planning or delivering education information services.

Many of the non-education agencies offered one or more kinds of education information services and had close contacts with individuals the educational institutions had told us constituted "hard to reach" populations. We found communication among and between those in the formal education sector and those in the non-education sector for the most part to be quite limited. Furthermore, many agencies and institutions indicated either a lack of awareness of other services offered nearby and/or a lack of confidence that others really understood or could respond to the needs of their clients.

A PROMISING RESPONSE

It strikes me that an effective response to the problems described above would be the creation of new cooperative entities—consortia or centers—involving a partnership among institutions and local agencies in metropolitan areas. The exact form and operation of these new cooperative ventures might vary according to local needs and imagination. They should be designed to engage at minimum in four activities:

- community-wide assessments of learning needs and interests;
- educational and training program planning;
- collection and dissemination of comprehensive career and educational/training program information; and
- development and delivery of supportive guidance and counseling services (e.g., testing, assessment, advisement) and/or referral to sources of such assistance with career and learning option decision-making.

ASSESSMENT

Educational institutions as well as social service agencies of all kinds are showing greater interest in conducting community needs-assessment studies designed to find out more about the needs and interest of special populations, their satisfaction with current services, and other pertinent information. Typically, each group designs and conducts its own study which can be expensive and time-consuming. Private and public postsecondary institutions in a metropolitan area should begin to pool their resources and jointly conduct assessment studies. Cooperating agencies might include CETA, the employment service, displaced homemaker organizations, and other social service agencies. The studies could be conducted more systematically and trends across time noted. Common use could be made of population census data and other demographic



Dr. Mary Kinnick served as director of the 1979 EIC Assessment Project for the Oregon Educational Coordinating Commission. Prior to that she was director of institutional research and affirmative action officer for Portland State University. She directed a project, assisted by the Fund for the Improvement of Postsecondary Education (DHEW), on

"Better Information for Student Choice" and served on the National Task Force on Better Information for Student Choice. She currently serves on the National Task Force on Financial Aid and the Adult Learner, and a special task force to develop models for examining the impact of credit for prior learning (CEEBS). Dr. Kinnick lives in Portland, Oregon.

information, and the resulting information shared among all cooperating institutions and agencies.

PROGRAM PLANNING

Planning for new training and education programs which affect future opportunities for urban residents must involve representatives of state and local government agencies, business and industry, labor unions, and professional associations. The existence of some central entity, with strong involvement by local postsecondary institutions, could help bring together all groups with a potential role or stake in the development and operation of a new program. Those seeking to attract new businesses and industries to the area could request assistance from the cooperative center with finding places ready to respond to anticipated education and training needs of new employers. The center could serve a vital clearinghouse role for requests by either individuals or agencies for the creation of new programs. Results of assessment studies could be used to identify the need to alter certain existing postsecondary programs.

INFORMATION SERVICES

In most urban areas, the number and variety of learning resources is extensive. The prospective learner's awareness of opportunities, perception that one or more of them may be "best for me," and the ability and knowledge to select the "best" one must be addressed by education information services. A role of the new cooperative venture must be to ensure that all urban residents have adequate access to the following services:

- information about educational and training program options; the entry qualifications, when and where they are available, how long they take to complete, the chances for being admitted and completing the program, the costs;
- information about careers; entry qualifications, career descriptions, educational requirements for initial entry and advancement, salary ranges, availability of openings;
- information about total educational costs and the availability and procedures for applying for financial assistance; information which addresses the question, "can I afford" to participate?
- assistance with admission procedures;
- assistance with obtaining employment and/or participation in specialized training programs;

a fifty year old, white displaced homemaker will not go to the ghetto for counseling assistance ...

- assessment of non-collegiate sponsored learning;
- assessment of career and educational interests and aptitudes; transferability of current skills/knowledge to a new job and career areas; and
- assistance with building confidence in self and increasing skills needed to seek and use information and with making choices about educational options.

The services must be *client-centered*, reflecting no vested interest in the specific educational or career decisions made by the client. The services must be *highly differentiated*, designed to be responsive to the very particular set of needs and interests of a specific client group. For example, a fifty year old, white displaced homemaker will not go to the ghetto for counseling assistance. Information itself must be accurate, reliable, up-to-date, impartial, and relevant to the client group served. It must allow for some form of comparison across the comprehensive array of educational, training, and career options available. Finally, services must be offered at times and locations of high access to and perceived approachability by the groups they are designed to reach.

Many of the services already exist in our urban areas. Unfortunately, few have the necessary qualitative characteristics and many individuals continue to be unaware they exist. A major activity of new cooperative approaches would be to assist agencies and individuals with finding the best sources of assistance, and to advocate the development, and possibly sponsor, new services where current gaps exist.

GETTING THERE

Educational institutions must take the initiative and exert the collective leadership to help create these new kinds of cooperative activities. However, reliance on enlightened, voluntary action by institutions alone will not be sufficient. The pressures for maintaining enrollments in the short-run, a lack of clearly visible and immediate economic incentives, and the lack of supportive state and federal policies will constrain the emergence of new coopera-

tive ventures. It seems a sure bet that few "new" dollars for "new" educational support services will be available. Much of the cooperative activity will need to be financed by re-allocating current dollars or a pooling of dollars among institutions and agencies currently used for similar service activities.

Several developments at local, state and federal levels, however, could help to stimulate the emergence of these new models. For example:

- State legislatures and/or educational governing boards could begin to use funding formulas which take student headcount—the number of students served—into account. Some current educational dollars could be reallocated for use with service delivery where new cooperative service models are already in place. Incentive dollars could be made available to inter-institutional and inter-agency cooperative entities which presented well developed proposals for extending services to special priority populations.
- Federal Educational Information Center and Title I program funds could be earmarked by state educational coordinating or governing boards for use only in instances where new cooperative forms of service delivery were proposed.
- Federal and state agencies drafting regulations governing use of discretionary CETA, community education, adult basic education, and talent search program dollars could mandate fund expenditure to require the formation of new inter-institutional and inter-agency cooperative models for service delivery.
- Current independent educational brokering service agencies, who largely provide individuals with many of the educational information services already described, could seek to expand their current role and, for a fee, take on additional activities on behalf of institution, employer, and agency clients in metropolitan areas.

While some new state and federal policy initiatives would surely help to encourage the emergence of new cooperative service models, the very last thing we need is more federal government *regulation* of education at the local level. Those at the local level are in the best position to know how to design and operate what should be a diverse pattern of new cooperative entities. Such diversity must be encouraged and supported, but responsibility for cooperative model development should be left in the hands of local constituencies. ■

Fresno

RECRUITING CHICANO STUDENTS VIA PADRES

At California State University, Fresno (CSUF), the RSVP Program stands for Recruiting Students Via Parents, or more accurately, Reclutando Estudiantes Via Padres, since the program target is primarily Hispanic high school students.

Located in the San Joaquin Valley, Fresno is a metropolitan area of several hundred thousand people, but the area the University serves also includes four-and-a-half large rural counties. Spanish-surnamed people comprise 33 percent of the population, yet only 9.5 percent of the CSUF student body is Mexican American.

With that disparity, it was obvious that the severely under-represented Chicanos should receive consideration when competitive funds became available from the state to develop unique student affirmative action programs.

The RSVP program was conceived and the proposal for it was prepared by CSUF's Chicano faculty and staff, which accounts for its sensitivity to Mexican-American culture. The proposal earned high marks at the office of the State University System Chancellor, and the program received first-year funding of \$38,000.

The purpose of the program is to identify and recruit Hispanic students who live in the Fresno area. It became operative in November 1978, and its first-year goal was to obtain 250 to 300 new applications from Chicanos and to ultimately assist from 150 to 175 of them through admissions and enrollment at the University. The new students were to be in addition to the average 250 Chicanos who normally apply for admission each year.

According to Frances Pena, Director of the program, 268 students applied and 150 were admitted in the fall of 1979. She is waiting for the computer printout that will give the bottom line figure of how many students from the program are attending the University.

The highly personalized program has six major elements: field placement, cultural information nights, tours of the University campus, home visits, tracking and monitoring students throughout the program, and community contact. During the field placement segment of the program, CSUF students who have been highly trained in recruiting spend a



week in participating high schools. The bilingual, bicultural recruiters interview each Chicano in the junior and senior classes. During the interview they provide them with all of the information and forms needed to apply for admission to the University.

The interviews at the high school are followed by home visits to talk with parents and students. Pena rates home visits as the most effective activity of the recruiting process.

"Students are asked if they would mind being visited," says Pena. "Usually it is the first time they or their parents have been visited by someone from the University and they don't mind. When we get there they like the fact that we deal with them as individuals. They always have questions, usually about how the education will be paid for since they are all low-income families. They also want to know what facilities there are for commuter students."

If there is sufficient interest in applying for admission, the recruiters, who have studied the *California Student Aid Workbook*, help the students and their parents fill out financial aid applications during the home visit.

Cultural information nights resemble a mini fiesta with educational information as an add-on. The project staff tries to schedule six such events during the year involving 20 high schools. The entire family is invited to cultural nights, held at strategically located high schools. Mexican style decorations adorn the room and the program for the evening features Mexican refreshments and entertainment, and bilingual speakers and informational materials.

The first time around, the project staff learned a hard lesson about cultural nights. Refreshments and entertainment were offered first and when it came time for the information portion of the evening, many of the farm-worker parents had to leave in order to rise early the next morning for work. The schedule of events has since been reversed.

The second family event is a tour of the CSUF campus. Family groups spend a half day on the campus becoming acquainted with the facilities, meeting Hispanic faculty and staff, and engaging in one-on-one counseling.

From the beginning of the program to the final enrollment deadline, the file of each student who has applied is monitored weekly to ensure that all forms and applications are filled out and submitted on time.

Rounding out this ambitious program is a series of formal presentations by members of the project staff to community groups and clubs as a means of reinforcing recruitment and ob-



taining referrals.

Of the \$39,000 first-year budget, \$28,000 was allocated for the salaries of full-time director and nine student recruiters. Program expenses accounted for the remaining \$11,000.

To improve the program, Pena would like to start recruiting earlier, in July or August. She sees a need to expand contact with community groups in order to reach more students and their parents. She has also helped to write a proposal for a retention program which would be run out of another office, but would involve the RSVP program.

To evaluate the program, people who have attended a cultural night are being surveyed to determine its usefulness, students who have been recruited are asked to assess the various assistance procedures, and comparisons are being run on the number of applications received from participating high schools before and after the RSVP program.

The future of the program is uncertain. David Clark, the University's Vice President for Academic Affairs, has positive things to say about the program, but he also expresses some concerns.

From the periodic reports he receives, he says he has a sense that it is working well. He feels that the program's attempt to involve parents is a strong plus and that it could be an effective recruiting technique for all groups, not just the target minorities.

One of his reservations is that the program attracts some students who are not qualified for admission, but he sees this as an inevitable byproduct of all special recruiting efforts. "We

build up expectations that we are not able to fulfill, both among the parents and the students themselves," he explained. "I don't know how we are going to deal with that problem in the long run, but, as I said, it is inevitable."

Clark is also worried about retention. The CSU system is reviewing its general education program, with renewed concern about the meaning of the undergraduate degree. "If we leave entrance requirements unchanged, but increase exit requirements, it only stands to reason that we are going to lose people."

This year the University has shared the cost equally with the Chancellor's Office. As to whether or not RSVP will be continued, Clark states, "The program is just too new at the moment, but in the future, we will have some questions about cost effectiveness. The program has a sizeable operating budget compared to other units of similar size on campus, and we will want to take a look at how effective it is in informing students of opportunities at CSUF."

Contact:

Frances Pena
Coordinator, RSVP Program
California State University, Fresno
Fresno, California 93740
(209) 487-2048

Los Angeles

ETHNIC ORGANIZATIONS ARE PRIME SOURCE OF LATENT COLLEGE TALENT

In its search for minority students who have college potential, California State University at Dominguez Hills has started a new program which by-passes the traditional school settings as a principal source and goes directly to community organizations in which minorities are active participants.

The Student Affirmative Action Project at Dominguez Hills was established in early 1979 to increase the enrollment and retention of Hispanic and Pacific Island students. It operates with one full-time staff member, three part-time, two student volunteers, and 12 students who are paid.

The staff focuses its efforts on three communities in Los Angeles—Wilmington, San Pedro, and Carson—where there are high concentrations of Hispanics and Samoans. To identify students and adults whose abilities offer the prospect of success at Dominguez Hills, they tap into the ethnic, social, religious, recreation, cultural, and general welfare agencies that are a dominant part of community life.

It is here that people demonstrate social leadership, rhetorical skills, artistic talent, and arithmetic facility that may not be discovered by looking only at grades and test scores.

Although final figures are not yet in, the first year outcome is dramatic, according to Kenneth Finlay, Director of Admissions and Records at Dominguez Hills. He reports that 200 students applied in the fall of 1979, most of whom, "would not have been inclined to attend college on their own." Of the 200, 125 were admitted and, says Finlay, "we expect that 90 to 100 will be enrolled."

If the expected enrollment occurs it will mean that one out of every three persons contacted became a Dominguez Hills student. The age of people reached by the program ranged from teenagers to men and women in their fifties.

The program, which draws 90 percent of its approximately \$39,800 annual budget from the System Chancellor's Office and 10 percent from the University, has been refunded for 1980-81.

The project's first year success did not come easily and the game plan had to be altered as some techniques were found to be wanting. As a result of the experience, the strategies for next year will be conducted with more assurance.

"Out of the hundred or so things that we tried," says Finlay, "we found that four were particularly useful. First, we confirmed our original notion that there were large numbers of people with skills who had the latent aptitude for university work, serving either as volunteer leaders of social organizations, artists, workers in community rehabilitation agencies and so forth." Second, the staff discovered that in order to find these potential students they had to first make themselves useful to the community organizations. In their first contact, the staff asks the organization leadership if a visit from the project team would be helpful to their members.

"If the answer is yes," says Finlay, "we get their support in identifying promising students."

A third activity is to get students onto the campus for a visit. This is important, Finlay says, because "they're able to see for themselves that yes, by golly, there is a community of Samoans on campus."

The fourth ingredient is contact with the public schools, even though the main target groups are out in the community. The reason, Finlay states, is that there is some overlap of recommended students. Working with the schools and in the community is mutually reinforcing.

The Student Affirmative Action Project is on solid ground with the University administration. Vice President Donald MacPhee said, "we at the senior administrative level feel good about the project as consistent with our mission. It is what we should be doing anyway, and once it goes off soft funding, we'll have to find a way to take it over."

"We speak constantly about being a public, moderate-sized urban university, and this is one step toward doing something about that. We need strong links to the community, access to the campus; we have to be sensitive to the kinds of programs needed and open to different uses of the campus by community groups."

MacPhee cautioned against automatically equating efforts in student affirmative action and efforts to help underprepared students. The thrust of the Student Affirmative Action Project is to find people who can succeed in college. They may or may not need remedial

work.

If they do, Dominguez Hills is prepared to help. Its posture according to MacPhee is, "Yes, we do have entrance requirements, but students who come to us should be worked with at the level they come in, eventually attaining college level work."

While there remains a view on campus that "students with basic skills problems shouldn't be here," efforts in student affirmative actions seem to be raising consciousness among the faculty.

Contact:

Kenneth W. Finlay
Director
Admissions and Records
California State University
at Dominguez Hills
Carson, California 90747
(213) 515-3614

Leonard Poareo
Coordinator
Student Affirmative Action Program

Boston

INNER CITY LOCATION, COUNSELOR ADVOCACY ARE EOC STRENGTHS

North Shore Community College administers one of five Educational Opportunity Centers (EOC) in the state and it's going concern. EOC's were created by the 1972 Amendments to the Higher Education Act of 1965 for the purpose of increasing access of economically and educationally disadvantaged students to higher education. Five years ago Massachusetts was awarded a statewide project and the Secretary of Education sub-granted centers to five educational institutions and community agencies. Besides Lynn, located in the highly populated area just northeast of Boston, the other centers are located in Boston, New Bedford, Worcester, and Springfield. The Department of Health, Education and Welfare provides 70 percent of the Lynn EOC's annual budget of \$63,000. The balance comes from local matching funds.

The Lynn EOC provides career, educational, and financial aid counseling to both prospective and enrolled students. The staff of three counselors will also refer students to supportive services such as day care, personal counseling, and GED tutoring.

From 1,000 to 1,200 clients use the EOC services each year and from a third to half of them go on to post-secondary education. Any area resident may use the services at no charge. The clientele the Lynn EOC seeks to reach are minorities, veterans, the handicapped and low-income people. The emphasis has been on adults who are returning to school, but work is also done with high school students, especially minority and non-traditional students. One of the strengths of the program is its off-campus, downtown location, easily reached by public transportation.

"We're proud that the Center is accessible to the whole community," says Kathy Teehan, the Director. "We have a suite of five rooms with separate counseling offices and a library with career resource materials. The atmosphere is relaxed and unthreatening, and we try to schedule appointments so that we can also offer walk-in service."

The length of time spent with clients varies greatly. "Some people just need one-time assistance filling out application forms," says



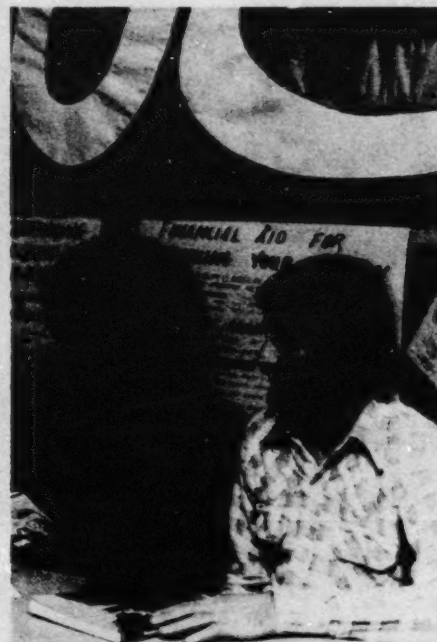
Teehan. "We usually follow-up with them to see how it went. Others come in when they're on the brink of deciding to return to school. They might come in for four to six months of career and educational counseling. Or we might offer them preparatory workshops which we do on an individual basis if we have the work-study students to help out."

Another strong point is counselor advocacy. Counselors often deal directly with admissions and financial aid staff at area institutions to encourage consideration for their non-traditional and disadvantaged clients and to work with them to help plan effective educational programs, tutorial services, and adequate financial aid packages.

The staff is also involved in what Teehan calls "the human services network," to keep abreast of services that might be available to their clients. These include public agencies for welfare, employment, rehabilitation and others, where referrals are made both ways.

The staff has also begun to join professional organizations and college committees that deal with issues affecting EOC services. For example, one staff member belongs to the Massachusetts Association of Student Financial Aid Administrators and another works with the Massachusetts State Scholarship Board.

"When one of the agencies is anticipating developing a policy which is discriminatory to older people or to disadvantaged students,



they hear from us," says Teehan.

Of the students who move on from the Center to educational programs, about half enroll at North Shore. The college is there with programs to help these students according to Paul Frydrych, Dean of Academic Affairs.

An eleven-year-old program called Motivation to Education is designed for people who have the basic ability and motivation to succeed, but who need assistance with academic skills, conceptual thinking, and self-confidence. It is a modified curriculum that allows most students to enter regular college work after one semester while continuing to offer skill building, tutoring, and counseling. A second program, located in downtown Lynn, is the Center for Alternative Studies, which offers contract and experiential learning options.

Commenting on EOC's value to the community, Frydrych said, "People out there need direction. They need consumer information on various alternatives. They need to know that they do not have to go to school full-time; that they can get VA benefits and financial aid; and that they can take the GED."

Contact:

Kathleen S. Teehan
Director
Educational Opportunity Center
North Shore Community College
Lynn, Massachusetts 01901
(617) 592-0440

St. Louis

PROJECT 20 PREPARES WELFARE RECIPIENTS FOR COLLEGE AND JOBS

Lewis and Clark Community College, is a public two-year college created in 1970 to serve the Alton area of metropolitan St. Louis. It took over the campus and absorbed the faculty of what had previously been a private junior college for women. The faculty went from teaching young women drawn from the national student pool to a local student clientele that was largely working class, including some blacks, Hispanics and low-income whites. The transition, as might be expected, was accompanied by faculty concern for the maintenance of academic standards.

In 1973, Lewis and Clark started an Adult Basic Education program supported by recruitment, follow-up, and counseling services. Other developmental work included pre-GED courses and courses in computation and in English, mainly reading. The college also provides CETA training, and its role as an urban institution serving many non-traditional students now appears to be accepted by most of the faculty, according to Thomas Juravich, Vice President for Instructional Services.

In 1977, the college took an additional step with a program aimed specifically at welfare recipients, an heretofore underserved segment of the adult population.

Called "Project Twenty," the program is funded by Title XX of the Social Security Act and administered through the Illinois Office of Education. The need for the program was evidenced by previous experience with welfare clients who had been enrolled in the college sponsored GED program and through discussions with the staff of the county Public Aid Office. Both the experience and the dialogue underscored the fact that people who receive public assistance were usually inadequately informed about educational opportunities and were high drop-out risks. These factors combined to limit their employment opportunities.

Project Twenty was designed to overcome the obstacles to education and equip people to move off the welfare rolls into productive employment.

Lucinda Brawn, who initiated the program at Lewis and Clark and who serves as coordinator, describes the objectives of the program as "furnishing educational recruitment, retention and follow-up services for welfare recipients in the northern half of Madison County, Illinois. The southern half of the county is served by two similar programs sponsored by Belleville Area College and Venice-Lincoln Technical School.

The students in the Lewis and Clark program are virtually all women. Their average age is 28 and 25 percent of them are black. The program offers pre-GED work and college vocational curricula. During the 1978-79 academic year there were 163 students enrolled in the GED program and 12 in the vocational certification curricula.

Classes are currently held on the Lewis and Clark campus and in outlying high schools, some of which require travel of up to 45 miles. The feasibility of providing bus service to classes is being studied.

In the meantime, Brawn is justifiably proud of the retention rate of about 80 percent in the GED program and close to 100 percent in the vocational curricula.

A key factor in the program's recruiting process is its good relations with the local Public Aid Office. "We have the best relations with the Public Aid Office of anyone in the state of Illinois," Brawn declared. "I even wrote the governor this year telling him what a good Public Aid Office we have."

The focal point of that cooperation is the program's full-time liaison counselor and chief recruiter who is housed in the local Public Aid Office. She is responsible for obtaining client referrals from the staff caseworkers and for contacting clients by letter, telephone, and home visits.

It is a service intensive program. The counselor starts by giving prospective students information about the GED and vocational programs and explaining financial aids. She assists them in arranging babysitting and transportation to class. To bolster recruitment she maintains a school information display at the Public Aid Office that consists of brochures, flyers, posters, and a promotional film.

Brawn contends that the thoroughness of the selection process accounts for the high retention rate. Before students are permitted to enter the program Brawn makes them "jump through a lot of hoops," as she puts it, "I make sure that there are no other sources of financial aid. I do testing. I go into their vocational plans

with them in depth. By the time they jump through those hoops, I figure they are pretty well motivated."

When asked if he felt the program was effective, Vice President Juravich replied that he didn't have enough data yet to support a complete answer. But by the numbers available, he said, it had to be rated effective. He said "Brawn has been able to get people through the initial stages—to their GED—and that is usually enough to get them employment." He is also sure that some of the Project Twenty students enroll in longer term programs at Lewis and Clark, but again, there is no conclusive data as yet. He is optimistic, however, that some may enter a pre-apprenticeship program that the College will soon get underway. The plan is to train 40 to 60 women in the program who would be employed through local trade unions on a half billion dollar federal dam project slated for the Alton area.

Project Twenty is expected to be refunded for the coming year, but Lucinda Brawn is quite sure the College could not carry it forward if the Title XX funding was discontinued. It simply doesn't generate enough students.

Brawn also feels that the college could be doing more. "We need additional emphasis on developmental programs," she says, stressing, "the College has many students who need them."

In the future, Brawn plans to expand service delivery to additional vocational students and to children of welfare mothers. These efforts, she believes, will increase enrollment in the program 100 percent.

Contact:

Lucinda A. Brawn
Coordinator
Project Twenty
Lewis and Clark Community College
Godfrey, Illinois 62035
(618) 466-3411 X417



New Orleans

SUMMER COURSE SPARKS MINORITIES' INTEREST IN SCIENCE CAREERS

To spark the interest of minority high school students in careers in the geosciences, the University of New Orleans (UNO) offers a six-week summer program that combines classes, sports, and a small stipend for students' expenses.

The six-year old Earth Sciences Minority Awareness Program is directed by Louis A. Fernandez, Associate Professor of Earth Sciences at UNO. He gives it a lot of loving care. It was Fernandez's concern over the gross imbalance of black, Hispanic, and American Indian professionals in the geological sciences that led to the start of the program. He points out that recent studies reveal that there are only about a dozen blacks among the more than 35,000 earth scientists in the United States and only about half of those hold doctoral degrees. He adds that proportionally, Spanish-surnamed Americans and American Indians have an equally low representation.

When Fernandez's summer course, "The Dynamic and Evolving Earth," began, he tried to make it resemble a college experience with all-day classes from 9 a.m. to 4 p.m. Now the class—25 students each summer—meet from 8:30 a.m. to noon with five lectures a week, three laboratory sessions, field trips, and frequent guest speakers. The outside speakers are practicing petroleum geologists and engineers who give the students practical information about their profession and how they view its future.

The afternoons are spent in intramural sports which, says Fernandez, "stress the idea that at college you can work hard, but you can also play hard." The students, he reports, say that the sports program, which includes volleyball, tennis, and softball, is a great way to get to know each other.

The sole source of funds for the program is a consortium of eight petroleum companies who contribute the \$13,900 needed to pay \$5,900 in salaries for three student staff members and \$8,000 in program expenses. The University does not levy any overhead on the program and further supports it by providing classroom space and other resources.



Students may receive college credit for the course if they choose, but the credit, non-credit option is not a criterion for acceptance into the program. Fernandez looks for motivated, college-bound youngsters and eligibility is determined strictly on the student's academic credentials. In order to take the course for credit, students must either be graduating seniors or accepted into UNO's COPAHS (Collegiate Program for Advanced High School Students) program. The better students have acknowledged that earning college credit is an enticement to apply for the program.

Tuition for students taking the course for credit is paid for by the sponsoring companies and all students receive a \$200 allowance. "These are low-income students who have to work during the summer to support themselves," says Fernandez, "so this stipend offsets what they would be making bagging groceries at the local supermarket."

Despite increasing competition from a similar program in engineering at UNO, and in engineering and allied medicine at nearby Tulane University, the program will continue as long as the oil industry supports it, Fernandez declared. He feels the program could be



strengthened if he could get more high schools—particularly those with a large minority enrollment—to “drum up” more interest in geology and careers in the geosciences. “Some of them, he says, now offer earth science, but for someone who is considering becoming a scientist, that is just a watered-down version of a little geology, a little meteorology, and a little geography.”

He could also use more minority students as recruiters than he now has. And a further need is for more minority scientists in the program as role models, a theory to which he has not always subscribed. “I’m of Puerto Rican descent myself, and I thought all of this role modeling stuff was junk,” he says candidly. “I thought that I could communicate with a black student as well as a black could, but I was wrong. I’ve actually gone through long periods of very cold reception in my classes. Unfortunately, there are only a few black professors in this field in the country.”

The program has generated some spin-offs from the participating oil companies. They have provided the university with funds for tuition and fees for two full-time students with no obligation to work for the sponsors. Others have given students summer jobs and donated partial scholarships of from \$700 to \$800. Some unrestricted contributions are used to pay for tutors to help students through courses in which they are having difficulty.

Do students in the Earth Sciences Minority Awareness Program tend to enroll at UNO? This is not a major concern of Fernandez who says that many come simply because UNO is the area’s low-cost state institution. “My main objectives are to get them interested in geology and to keep them interested in going to college.” While the program appears to be an easy one to replicate, Fernandez is not so sure. When an oil company offered to fund a program in Houston, he contacted Houston colleagues and found little interest. The reason? “It’s hard to get through all of the administrative red tape, particularly the first year, and you have to give up six weeks in the summer to do it.” But it is all worth it to Fernandez. “I had my teaching and my research,” he explained, “but this adds something to the profession that was lacking before. This helps my conscience.”

Contact

Louis A. Fernandez
Associate Professor of Earth Sciences
University of New Orleans
New Orleans, Louisiana 70122
(504) 288-3161

Pittsburgh CREDIT HOUR BANK

The Credit Hour Bank at Duquesne University is an easy way for students—especially the older ones—to test the academic waters before plunging in.

Here’s how it works. High school graduates are allowed to take up to 15 credit hours before officially enrolling in the University. High school seniors are permitted to take one course. Almost all first year courses in the College of Liberal Arts and Sciences are available. Completed credits are held in escrow in the Credit Hour Bank until the student applies to the University and fulfills all regular admission requirements.

To apply to the program, the student writes “Credit Hour Bank” across the top of a standard University application form, pays a \$20 non-refundable application fee, and attaches a letter accepting the conditions of the program.

After the students are accepted at Duquesne, all banked credits are applied to their degree. If they go elsewhere, the credits cannot be transferred since they are not transcribed at the University until after the student is admitted.

According to James McCulloch, Dean of the College of Liberal Arts and Sciences, the five-year-old program attracts about 10 students a year, mainly older women. They like it, he says, because they can take courses without worrying about being rejected because of low SAT scores. If a student successfully finishes 12 hours, the SAT requirement is waived.

“We use SAT and other test scores simply to find out if the person can function in college,” McCulloch said. “If someone passes 12 hours of our courses, it amounts to the same thing for us.”

Contact:

James McCulloch
Dean
College of Liberal Arts and Sciences
Duquesne University
Pittsburgh, Pennsylvania 15219
(412) 434-6388

San Diego COLLEGES FORM RECRUITING CO-OP

Colleges and universities in the San Diego area traditionally made recruiting visits to local high schools, including those with high density minority and disadvantaged student populations. The result has been a public perception of competition for students and excessive recruiter traffic at highly targeted schools. Teachers complained that recruiting interfered with senior year classes.

As a means of reducing the scheduling load for high schools, eight San Diego institutions are conducting a joint recruiting program. Five San Diego community colleges, University of California at San Diego, San Diego State University and the University of San Diego, a Catholic institution, are coordinating their local high school recruiters.

Gonzalo Rojas, Associate Director of San Diego State’s Equal Opportunity Program and School/College Relations said the new consortium is “based on the idea that we can recruit together and we don’t always have to be competing for students. This way we make alternatives clear to students.”

Cooperation has already had one payoff. The state offered to fund pilot programs to improve articulation between high schools and colleges and the San Diego group was one of its first grantees.

Contact:

Gonzalo Rojas
Associate Director
EOP and Minority Affairs
San Diego State University
San Diego, California 92182
(714) 265-6396

ERIC

as a resource

The following reports and journal articles are drawn from the data base of the Educational Resource Information Clearinghouse on Higher Education, and have been announced in either of ERIC's two monthly publications, *Resources in Education* (RIE) or *Current Index to Journals in Education* (CIJE). RIE and CIJE are available for reference in college, public, and government libraries around the world. Most of the non-journal literature (those with "ED" numbers) is available in microfiche in over 600 library ERIC collections. Copies of many reports and journal articles can be obtained as well.

Braverman, Marilyn. *Beyond Bakke: Our Stake in the Urban Condition*. 1978, 10p. (ED 163 837)* MF-\$0.83. (microfiche only)

The Supreme Court held in *Bakke* that universities may not set quotas, but that race may be considered as one factor in developing a diversified student body, and affirmative action efforts are not illegal as long as candidates are evaluated on an individual basis. Today most of academe agrees that nonacademic experiences such as work or overcoming hardship should count significantly, as should appropriate innate skills and human qualities. Medical and law school admissions programs are described in this report. These examples suggest some general guidelines for affirmative action efforts while maintaining fairness and academic integrity and obeying the legal mandate of the *Bakke* decision. Recommendations are listed for recruitment, financing, and admission procedures.

Fuller, Bruce; and others. "Alternative Admissions Procedures." *New Directions for Higher Education*, v6 n3 pl-27 1978. (EJ 192 653)**

The *Bakke* decision stated what institutions could not do regarding the use of race and ethnicity in admissions. This article describes alternative procedures developed by Michigan State University, The Medical College of Ohio, Temple University, McMaster University, and

Florida State University. They focus on assessing individual applicant disadvantage rather than ethnic or racial group membership.

Shulman, Carol Herrnsstadt. *University Admissions: Dilemmas and Potential. ERIC/Higher Education Research Report No. 5, 1977*. 60p. (ED H6 826)* MF-\$0.83; PC-\$1.82.

University admissions policies have been subject to scrutiny and change and have reflected, in turn, the point of view of the institution, society, and the student. This research report discusses the period of the 60s when the poles of merit versus equal opportunity shaped the admissions debate, along with questions of the appropriate admissions strategy to accommodate an open door approach. The 70s, a period of decreased enrollment, is discussed in light of the demand for new strategies that have arisen to attract students to institutions. Legal issues that pose problems of constitutionality in matters of quotas and reverse discrimination are outlined.

Burkheimer, Graham J., and Others. *A Study of the National Upward Bound and Talent Search Programs, Final Report. Volume IV. Evaluation Study of the Upward Bound Program*. 1976. 473p. (ED 131 152)* MF-\$0.83; PC-\$28.82.

The results of a national study by Research Triangle Institute of the Upward Bound (UB) program are reported in this volume. Described are characteristics of UB staff and projects, perceptions of participating students, and student outcomes. Among the findings: UB does not appear to represent a single intervention; projects appear to be adequately staffed; although the overall program exhibits considerable variability, particularly in the academic component, UB seems to be effective; students appear positive about staff and program experience; and projects appear to be compatible with, and an integral and accepted part of their host institutions.

Office of Education (DHEW). *Educational Opportunity Centers. Education Briefing Paper. A Media Service of the U.S. Office of Education*. 1975. (ED 100 915)* MF-\$0.83; PC-\$1.82.

This briefing paper describes the Educational Opportunity Center which offers professional counseling, information on student financial aid, and advice on academic and career possibilities. The report lists 12 centers, describes who can benefit from the facilities and services, and delineates the services provided at three of the centers.

Office of Education (DHEW). *Evaluation of the Upward Bound Program. Executive Summary, Planning/Evaluation Study*. 1976. (ED 132 229)* MF-\$0.83; PC-\$1.82.

Two of the Upward Bound (UB) program's major objectives are evaluated: increasing the high school completion rate of its participants, and increasing the rate of entry of its participants into postsecondary institutions. Evaluation of attainment of actual skills and motivation was a secondary goal of the study. Among the findings: UB participants did not exhibit an increased rate of high school completion, but completion was reasonably high for both the UB and a comparison non-UB sample; there was no apparent relationship between UB participation and improvement on measures of academic performance; the UB program does appear to be increasing entry into postsecondary education, and rate of entry into postsecondary education was found to be positively related to length of participation in UB.

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Network Advisory Panel: Milton Bins, Senior Associate for Policy and Program Development with the Council of the Great City Schools; Samuel Convisor, Staff Vice President of the RCA Corporation; Harvey Garn, Director of Urban Development and Process Research with The Urban Institute; Michael Goldstein, Attorney; Arnold Grobman, Chancellor of the University of Missouri at St. Louis; Carl Holman, President of The National Urban Coalition; Sister Dorothy Ann Kelly, President of the College of New

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making connections

STUDENT CONFERENCE ON EDUCATION OUTREACH

The National Student Educational Fund (NSEF) will convene the Third Student-Commissioner Conference on Financial Aid and Access to Postsecondary Education in Washington, D.C., February 21-23, 1980. The Conference's theme is "Reaching Students About Educational Opportunities: The Consumer's View of What Works."

"Postsecondary students will join with U.S. Office of Education staff, financial aid officers and educational counselors to review federal financial aid information, land educational outreach programs to find out what works for many kinds of students," said Layton Olson, Conference Coordinator.

The Conference will provide a detailed consumer review of the federal financial aid information campaign and application forms for over \$5 billion per year in grants, jobs and

loans. It will also present some effective educational outreach programs in high schools and communities designed to reach disadvantaged students, and other special student audiences.

About 80 postsecondary students will be selected by NSEF to participate based on their experience in financial aid and educational opportunity programs. Selection will also reflect geography, sex, ethnic background, age, and type of institution attended.

The National Student Educational Fund was organized in 1972 to work toward the goal that "no person shall be denied education beyond high school due to lack of money, information, counseling, or programs to meet his or her needs." For further information contact NSEF/ at 2000 P Street, N.W., Suite 305, Washington, D.C. 20036; (202) 785-1856. ■

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